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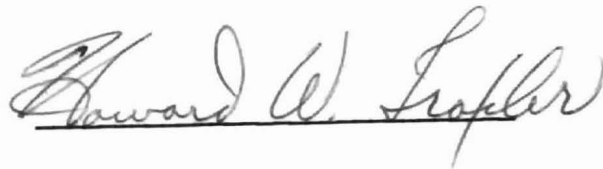
THE STATUS OF ORGANIZED GUIDANCE PROGRAMS  
IN THE SIXTEEN IOWA  
PUBLIC JUNIOR AND COMMUNITY COLLEGES

by

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Approved by Committee:

  
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Dean of the Graduate Division

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IN THE SIXTEEN IOWA  
PUBLIC JUNIOR AND COMMUNITY COLLEGES

PAGE

A Field Report

Presented to

The Graduate Division

Drake University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Science in Education

by

Berta W. Van Ekeren

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## CHAPTER I

### INTRODUCTION

Public junior and community colleges are faced with an influx of larger numbers of students than ever before due in part to the population explosion of the fifties and the desire of more students to get additional education beyond high school. To meet the needs of the students, junior colleges are initiating or enlarging their guidance programs to provide adequate services for all students. This study was done to determine the characteristics of the junior and community college guidance programs now functioning in Iowa.

#### I. THE PROBLEM

Statement of the problem. The purpose of the study was to determine to what extent the sixteen Iowa public junior and community colleges have implemented organized guidance programs.

Importance of the study. For students to be properly prepared for adult life, whether they attend college, business or technical school, or enter directly into the business world upon graduation, they must be given guidance in many areas by competent and understanding people.

Humphreys, Traxler, and North stated:

The concept of the conservation of human resources implies that society is obligated to help each person live the kind of life that is both individually satisfying and socially effective. To help meet this obligation, the school as a societal institution

must provide guidance services to the individual when, as, and if he needs them. The school, moreover, must supply each individual with the kind of education that best fits his abilities and other potentialities. Thus the school helps the individual attain his own maximum development, benefiting both himself and society.<sup>1</sup>

Traxler elaborated further concerning the need for guidance:

Psychologically, a need for guidance is found wherever the environment is sufficiently complex to permit a variety of responses and whenever individuals are not equipped to react instinctively to the stimulus of the environment....The attempt of the schools to keep pace with the growing need for social and industrial education, and, at the same time, to promote that kind of liberal education conducive to the development of stable personal qualities, has so expanded the curriculum that the pupil is presented with a bewildering array of subject choices, frequently with little or no information concerning those for which he is best fitted. The needs for guidance created by these comparatively new conditions have been greatly intensified by the circumstances attendant upon three successive shooting wars and a cold war of indeterminate duration.<sup>2</sup>

Since the junior college serves a two-fold purpose of (1) offering a basic education for those who may seek additional work toward a degree, and (2) providing community citizens with a terminal and occupational education as well as an opportunity to grow both socially and intellectually, the guidance program faces many challenges.

Traxler continued by describing the place of guidance in the process of living:

Training for living in a democracy and guidance as exemplified by carefully organized personnel programs are one and the same

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<sup>1</sup>J. Anthony Humphreys, Arthur E. Traxler, and Robert D. North, Guidance Services, (Chicago, Illinois: Science Research Associates, Inc., 1960), p. 33.

<sup>2</sup>Arthur E. Traxler, Techniques of Guidance, (New York: Harper & Brothers, 1957), p. 1.

process. The point will bear repeating that guidance as defined by those who approach the problem rationally implies, first of all, recognition and understanding of the individual and creation of conditions that will enable each individual to develop his fullest capacities and ultimately to achieve the maximum possible self-guidance and security both economically and socially. This concept of guidance epitomizes our democratic philosophy. It is as enduring as democracy itself, for basically it is democracy applied to the life of the school.<sup>1</sup>

Because this is an era of complexity and change, many problems facing youth today were not present fifty years ago. The question of choosing a vocation was limited to jobs available often in the immediate surroundings. Now mobility of population and automation have brought about a multitude of job choices in any part of the world. Specialization has made it important that an individual define his choice so as to obtain maximum training in advance for a given specialty. Thus guidance as a continued process from high school through junior college should serve the student to discover his potential and achieve his goals.

Procedure. The study proceeded with a review of the literature with emphasis on responsibilities of a junior college and the guidance duties involved. A questionnaire was then constructed to survey the existing guidance programs in the sixteen public junior and community colleges. A general section obtained background information concerning the size of the school and its academic and extra-curricular offerings. The guidance section contained two parts; the first section covered the organized guidance program and personnel, and the second section

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<sup>1</sup>Ibid, pp. 9-10.

was designed to determine what guidance services were offered the students either as part of a guidance program or as an administrative function.

The questionnaire was checked with personnel at the State Department of Public Instruction and the investigator's advisor at Drake University, sent to one school for completion, then revised for clarity as suggested.

A list of the sixteen junior and community colleges, and the names of the deans and superintendents of the public schools was obtained from the guidance consultants of the State Department. Since the junior or community college is a part of the local school system, the questionnaire with a cover letter was mailed in August, 1965, to the superintendents of the sixteen schools. Two weeks later a follow-up letter was sent to those not responding to the original communication. The data were then tabulated to show the development of the guidance programs in the sixteen colleges and tables were constructed to summarize the information.

Definition of terms used. In the growth of the two-year college, the term first adopted and accepted was "junior college." As these schools grew and their goals and purposes were enlarged, some administrators objected to the term as indicating a subordinate institution or one serving only as a stepping stone to a four-year college or university. With the expansion of the colleges as a variety of students enrolled (youth and adults alike), the term community junior college came about, to recognize the responsibility of the educational, cultural

and social needs of all the citizens in the locality. For the purpose of this paper and as used by educators, junior and community college have been considered synonymous terms. The term denotes an institution offering two years of education both terminal and preparatory education for more advanced study.

Limitations. This study was limited to Iowa public junior and community colleges which function as part of the local public school system and are tax-supported. The information obtained represented the facts of the 1965-1966 school year.

A questionnaire by mail may be interpreted somewhat differently by each of the respondents. Their answers may be influenced by a subconscious effort to show their college at its best. Also it may be difficult to assess just what services are offered formally or informally as several of the colleges are developing their programs as needs arise and availability of time and personnel allow for expansion.

We selected among the 14 public junior and community colleges of Iowa those which were located in the central part of the state.

- (1) Iowa State College of Education
- (2) Iowa State College of Science and Arts
- (3) Iowa State College of Business and Administration
- (4) Iowa State College of Arts and Sciences
- (5) Iowa State College of Education and Business
- (6) Iowa State College of Science and Arts
- (7) Iowa State College of Business and Administration
- (8) Iowa State College of Arts and Sciences
- (9) Iowa State College of Education and Business
- (10) Iowa State College of Science and Arts
- (11) Iowa State College of Business and Administration
- (12) Iowa State College of Arts and Sciences
- (13) Iowa State College of Education and Business
- (14) Iowa State College of Science and Arts

## CHAPTER II

### REVIEW OF THE LITERATURE

In determining the place of a guidance program in a junior college, it was first necessary to understand the purposes of a junior and community college and its growth and stature in the educational process of today.

The community junior college concept originated about the turn of the century and its development during the past sixty years took place because there was an immediate and local need for educational opportunities which could not be met by high schools or available colleges. Both private and public junior colleges were established during this time and financial assistance and methods of governing were the main distinctions. The public junior colleges were administered by the local or district school boards of education which were elected while the private schools were administered by boards of trustees which were appointed. The public institutions were tax supported and the private ones were maintained by groups of citizens who often had religious beliefs in common.

Growth and development of these colleges was defined by Thornton in three stages:

- (1) From 1850 to 1920, when the idea and acceptable practice of the junior college as a separate institution was achieved;
- (2) From 1920 to the early 1940's, when the concept grew of terminal and semi-professional education in the junior college;
- and (3) From 1945 on, when changes in post-high school education

emphasized the element of responsibility of service to adults in the community.<sup>1</sup>

Reynolds listed fifteen purposes as guidelines for the establishment of a junior college.

I. Educational goals

1. To offer two years of work acceptable to colleges and universities.
2. To complete the education of terminal students.
3. To provide occupational training of junior college grade.
4. To popularize higher education.
5. To allow for the continuance of home influence during this period of immaturity.
6. To allow attention to the individual student.
7. To offer better opportunities for leadership training.
8. To offer better instruction in those school years.
9. To allow for exploration.

II. Organizational goals

10. To foster the evolution of the system of education.

III. Goals related to the university

11. To relieve the university.
12. To making possible the real functioning of the university.
13. To assure better preparation for university work.

IV. Goals related to the community

14. To offer courses designed to meet local needs.
15. To alter the cultural tone of the community.<sup>2</sup>

Starrak and Hughes stressed the importance of meeting the needs of the community and surrounding area in these three functions of a junior college.

The community college should serve the whole community, and not simply a small fraction of the young people of college age.

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<sup>1</sup>James W. Thornton, The Community Junior College, (New York: John Wiley & Sons, Inc., 1960), pp. 45-46.

<sup>2</sup>James W. Reynolds, The Junior College, (New York: The Center for Applied Research in Education, Inc., 1965), p. 13.

And if the needs of all youth and adults are considered, the following general types of curricula will be required for the typical community:

1. Preparatory (university-parallel)--consisting largely of academic subjects required for entrance into senior college or professional schools.
2. Terminal--designed as preparation, not for subsequent courses, but for immediate entry into occupational fields. Terminal curricula are of two types: (a) general or cultural, and (b) vocational or technical.
3. Adult education--designed to increase the cultural, social, civic, and vocational competence of adults who are already in full-time employment.

The curricular offerings of the community college must make provision for the following general classes of students:

- (1) full-time students, both preparatory and terminal;
- (2) part-time students--youth who because of regular employment cannot attend full time; and (3)<sup>1</sup> adults who can attend only in the evenings or in slack periods.

In 1900-1901, there were eight junior colleges in the United States, all privately supported, each of which had about one hundred students. In 1959-60, this number had grown to 663, including both private and public supported institutions, with a total enrollment of 816,000 students.

These fast-growing colleges have worked to establish an identity for themselves which is not one of being an extended high school nor a watered-down version of a university, but a unique institution recognizing the needs of all of its students and striving to fulfill them.

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<sup>1</sup>James A. Starrak and Raymond M. Hughes, The Community College In The United States, (Ames, Iowa: The Iowa State College Press, 1954), pp. 65-66.



Fields described the characteristics of a junior community college as democratic in being geographically accessible, offering an education to a wide range of students through flexible admission policies and at a cost lower than other colleges. He continued by adding that no two colleges can be exactly alike since they are rooted in their own locality, reflecting the community served, the purposes sought, the functions undertaken, and the resources at hand.<sup>1</sup>

What then is the nature of the guidance function in the community college? Guidance should be a continuous process, started less formally perhaps at the pre-school level and continued throughout the years. At certain times it would seem to be more vital--when decisions must be made concerning selection of courses, schools or jobs.

Brumbaugh defined the goals of a guidance program as follows:

The purpose of the entire guidance program is to aid each student to discover his own abilities and limitations, to define his educational goals as clearly as possible, to clarify his vocational objectives and to solve his personal problems.<sup>2</sup>

Good guidance practices executed by professionally trained personnel are important in striving to achieve the goals of the junior community college.

Thornton elaborated on what must be accomplished, thus:

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<sup>1</sup>Ralph R. Fields, The Community College Movement, (New York: McGraw-Hill Book Company, Inc., 1962), pp. 94-95.

<sup>2</sup>A. J. Brumbaugh, "Better Student Personnel Services in Junior Colleges," Junior College Journal, (September, 1950), p. 38.

The purpose of guidance is to assist the student in reaching sound decisions in matters of vocational choice, education planning, and personal concern. Sound decisions are based on adequate information made available to the student and so interpreted that he is willing to accept it and to act in harmony with it. One category of such information includes knowledge of educational opportunities. An effective guidance service will provide for informing prospective students and their parents about the purposes and achievements of the local junior college. Such orientation must take many forms and must be accomplished over a period of time, rather than in one concentrated effort during the spring before high school graduation. Understanding of a comparatively new institution such as the community college and especially of its broader and less traditional kinds of educational opportunities requires constant and untiring interpretation. For this reason, there is an intimate relation between the public relations of the college and its guidance service. Effective liason between the two operations will prove helpful to both.<sup>1</sup>

Guidance cannot maintain a complete and separate identity from other administrative and instructional areas. Full cooperation and an understanding of guidance principles by all personnel is needed for the college to best serve its students.

Thornton summed up some of the problems in achieving the goals of a good guidance program in a community college this way:

Because of its greater spread of educational offerings and because of the greater diversity of its student body, the community junior college seems to need a complete and effective guidance service even more than other colleges. There are many important difficulties . . . the cost of a really effective guidance program; the shortage of adequately trained counseling personnel; and lack of knowledge as to how the student personnel program should be properly organized. None of these difficulties is insuperable, once the need is clearly recognized.<sup>2</sup>

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<sup>1</sup>James W. Thornton, The Community Junior College, (New York: John Wiley & Sons, Inc., 1960), p. 254.

<sup>2</sup>Ibid., p. 69.

Fields reviewed the operations of four community junior colleges located in Long Beach, California; Bridgeport, Connecticut; Tyler, Texas, and Middletown, New York. Drawing a composite picture of the guidance programs in these junior colleges, he noted that all were decentralized programs; that is, the responsibility for the guidance program did not rest with a single office, but members of the faculty and administrative staff as well were involved. In three of these four colleges, all staff members served as advisors which necessitated a good deal of staff orientation. In addition, the four colleges employed special guidance officials so that services to the students included orientation, testing, counseling about educational, vocational, social and personal problems, groups guidance courses, placement services, and follow-up studies.

A wide range of student activities covered practically all areas offered in a four-year college. In total, the student personnel services and activities resembled those of a four-year college. The community colleges also were beginning to include adults as well as full-time students in their guidance services.<sup>1</sup>

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<sup>1</sup>Ralph R. Fields, The Community College Movement, (New York: McGraw-Hill Book Company, Inc., 1962), pp. 255-257.

## CHAPTER III

### PRESENTATION OF DATA

Sixteen Iowa public junior and community colleges were sent a questionnaire concerning their guidance and counseling programs. One hundred percent response was received. This chapter sums up the information returned.

Part I of questionnaire. There were two sections of the questionnaire: a general part and a guidance and counseling portion.<sup>1</sup> Table I shows the results of the information in the general section. (Each letter represents the same school throughout all tabulations in this chapter). Two of the thirteen colleges who answered affirmatively that their college required a high school diploma for admission qualified their reply by stating that acceptance was granted on the basis of Grade Equivalent scores and one college accepted conditionally anyone over twenty-one. Although only four colleges had summer school sessions, one other college was planning to extend this service within the next two years. As evidence of recognizing the needs of all students for a variety of curricula, all colleges offered a terminal non-transfer program as well as a two-year liberal arts one.

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<sup>1</sup>See Appendix C for sample copy.

TABLE I

RESPONSES TO GENERAL INFORMATION  
SECTION OF THE QUESTIONNAIRE,  
SIXTEEN IOWA JUNIOR COMMUNITY COLLEGES

College	Requires H. S. Diploma for Admission	Offers Two-Year Liberal Arts Program	Offers Terminal Non-Transfer Program	School Year on Semester Basis	Offers Adult Evening Classes	Offers Summer School Program	Offers Extra- Curricular Activity Program	Maintains Student Health Center
A		X	X	X	X	X	X	
B		X	X	X	X		X	X
C	X	X	X	X	X	X	X	
D	X	X	X	X	X		X	
E	X	X	X	X	X		X	
F	X	X	X	X	X		X	
G	X	X	X	X	X	X	X	
H	X	X	X	X	X	X	X	X
I		X	X	X	X		X	
J	X	X	X	X			X	
K	X	X	X	X	X		X	X
L	X	X	X	X	X		X	
M	X	X	X	X	X		X	
N	X	X	X	X			X	
O	X	X	X	X	X		X	X
P	X	X	X	X	X		X	X

Enrollment figures for spring, 1965, as compared to estimated enrollment for the 1965-1966 school year revealed an expected increase in attendance from fifteen to one hundred percent. Seven of the colleges for which percentages of estimated increases could be obtained fell above the fifty percent mark. Table II illustrates these facts.

TABLE II  
 ENROLLMENTS FIGURES AND ESTIMATES  
 FOR 1965 AND 1966,  
 SIXTEEN IOWA JUNIOR COMMUNITY COLLEGES

College	Enrollment Spring 1965	Estimated Enrollment 1965-1966	Percent of Increase	Number of Faculty & Ad- ministrative Personnel
A	No response	1400	---	65
B	525	1050	100	37
C	565	650	15	36
D	540	1000	85	50
E	340	435	34	23
F	305	500	64	31
G	292	450	54	24
H	636	828	30	44
I	210	280	33	21
J	497	775	56	43
K	186	300	61	21
L	340	525	54	27
M	154	260	69	23
N	112	150	34	18
O	No response	500	---	23
P	130	180	38	15

Respondents listed the percentage of students who entered a degree-granting institution. Several of the colleges replied that the figures represented attendance at a degree-granting institution, but that the actual number who received a degree was not known, since there had been no follow-up research done in this area.

<u>College</u>	<u>Percentage of Students Entering a Degree-granting Institution</u>
A	40
B	No response
C	70
D	15
E	75

<u>College</u>	<u>Percentage of Students Entering a Degree-granting Institution</u>
F	60-90
G	60
H	44
I	80
J	50
K	75
L	35-40
M	94
N	No response
O	No response
P	75

Part II of questionnaire. The second section of the questionnaire, with specific reference to the guidance and counseling programs of the junior community colleges, dealt with personnel and services. Fifteen colleges had an organized guidance program in effect during the school year 1964-1965, one college was initiating its program in September, 1965. The answers from this college represented plans for that school year.

The number of years that the programs had been functioning varied from none to eighteen years, with the average being five years.

Individual guidance services were listed as follows:

<u>Service</u>	<u>Number Reporting</u>
Counseling	16
Orientation	16
Cumulative records	16
Vocational information	16
Educational information	16
Placement	15
Standardized Testing	15
Research and Evaluation	14

All colleges offered counseling, orientation, cumulative records, vocational information, and educational information. All

but college E had a placement service, and college G did not have a standardized testing program. Colleges N and P conducted no research and evaluation. In addition, College A made referrals to a Mental Health Clinic when needed and College F handled student housing.

The number of counselors employed in each of the sixteen colleges is shown in Table III.

TABLE III

NUMBER OF COUNSELORS EMPLOYED  
IN EACH OF THE SIXTEEN IOWA JUNIOR COMMUNITY COLLEGES

College	Number of Counselors			
	Full-Time	Less than Full-time But more than Half-time	Half-time	Less than Half-time
A	2	3	1	50*
B	2			1
C	2			
D	1		1	
E	1			14*
F	1			1
G	1			
H	1			
I	1			
J		2		
K		1		1
L		1		
M		1		
N			1	
O			1	1
P				2

\* These colleges indicated that all the faculty were considered counselors and were assigned advisees.

Nine colleges had at least one full-time counselor while the other seven colleges had counselors assigned for less than full-time



guidance duties. Guidance personnel who were less than full-time also served as instructors, admissions officers, directors of student affairs, adult education coordinators, administrators, and coaches.

In all sixteen colleges, the person in charge of the guidance program had a Masters' Degree. Six of these were awarded in guidance and counseling while the others were in the fields of administration, education, social science, psychology, business administration and economics. Two of the persons had a Doctor's Degree and one a Specialists' Degree.

The title given to the individual in direct charge of the guidance program varied from college to college as follows:

<u>College</u>	<u>Title</u>
A	Director of Personnel Services
B	Assistant Dean
C	Dean
D	Guidance Counselor
E	Guidance Director
F	Registrar
G	Director of Student Personnel
H	Director of Student Personnel
I	Director of Admissions & Guidance
J	Director of Guidance Services
K	Assistant Dean
L	Admissions Officer
M	Guidance Counselor
N	Dean
O	Director of Student Affairs
P	Dean

Administrators were serving as heads of the guidance department in one-half of the colleges.

Each of the sixteen colleges reported a private counseling office was provided for each person given released time for guidance. Two of

the sixteen colleges indicated that their personnel also performed some guidance services at the high school level. Guidance counselors in all colleges had approval of the State Department of Public Instruction as a counselor or teacher-counselor.

Eleven institutions issued a student handbook. Thirteen colleges conducted scheduled sessions of group orientation with the guidance director in charge in ten colleges and the dean and administrator in three colleges. Eight colleges held scheduled group sessions other than orientation with guidance counselors responsible in five colleges, dean and administrator in two, and no response, one.

TABLE IV

ORIENTATION AND GROUP GUIDANCE CLASSES  
AND AMOUNT OF TIME ALLOTTED EACH

College	Orientation	Number of one-hour Sessions	Group Guidance Classes	Number of one-hour Sessions
A	Yes	First two days of fall term	Yes	45 (in English class)
B	Yes	6	Yes	Indefinite
C	Yes	2	Yes	4
D	Yes	3	No	--
E	Yes	16	No	--
F	Yes	9	No	--
G	Yes	6	No	--
H	Yes	4-8 sessions first week	Yes	4
I	Yes	1	Yes	4
J	No	--	Yes	1
K	Yes	3	Yes	Indefinite
L	Yes	2	No	--

TABLE IV (continued)

College	Orientation	Number of one-hour Sessions	Group Guidance Classes	Number of one-hour Sessions
M	Yes	12	Yes	6
N	No	--	No	--
O	Yes	2	No	--
P	No	--	No	--

All sixteen colleges provided information on part-time employment for students and all maintained cumulative records. Personnel in charge of keeping these records varied, as shown below:

College	Person Responsible for Maintaining Cumulative Records
A	Director of Personnel Services
B	Registrar & Guidance Personnel
C	Dean
D	Registrar
E	Administrator
F	Dean & Guidance Personnel
G	Guidance Personnel
H	Registrar & Guidance Personnel
I	Guidance Personnel
J	Registrar
K	Assistant Dean
L	Guidance Personnel
M	Dean
N	Dean
O	Director of Student Affairs & Guidance Personnel
P	Administrator & Guidance Personnel

Several colleges replied that two sets of records were kept, one in the administration office and one in the guidance office and that

clerical help recorded the entries. The cumulative records were readily available to the faculty in all colleges and were located in the director of student affairs' office in one college; in the administration office in seven; in the guidance office in six; and in guidance and administration offices in two.

Methods used to obtain student data are listed below together with the number of colleges which reported using each method.

<u>Method</u>	<u>Number Reporting</u>
Standardized tests	16
Pupil interviews	13
Personal data blanks	13
Anecdotal records	4
Personality rating scales	4
Pupil Autobiographies	3
Parent-teacher contacts	2
High School transcripts	1

One college did not give any specific standardized tests, but required The American College Testing Program Examination scores for admission. Of the other fifteen, these tests were given to all students:

<u>Test</u>	<u>Number Reporting</u>
The American College Testing Program Examination	13
Strong Vocational Interest Inventory	5
Ohio State University Psychological Test	3
Otis Quick Scoring Mental Ability Test	3
Mooney Problem Check List	2
Green-Stapp Language Abilities Test	2
School and College Ability Test	2
California Test of English	1
Department of Labor Check List	1
General Aptitude Test Battery	1
The Nelson-Denny Reading Test	1
Brown-Carlson Listening Comprehension Test	1

<u>Test</u>	<u>Number Reporting</u>
Kelley-Greene Reading Comprehension Test	1
Educational Interest Inventory	1
Kuder Preference Record	1
Wechsler Adult Intelligence Scale	1

Guidance counselors were in charge of the selection of all tests in eight colleges, administrators and guidance personnel in three, administrators in three, and administrators and admissions officers in two colleges. Nine institutions stated that the tests were not used to identify the able student, five said they were, and two gave no response.

Thirteen colleges gave additional tests to individuals as needed. Included in this list were the Differential Aptitude Test and the Nebraska Entrance Examination in addition to various tests mentioned previously. Two colleges did not give individual tests and one gave no response. Guidance personnel were in charge of individual testing in eleven colleges, the dean in one, and the psychologist in one.

A personal interview with a member of the guidance staff was not required before acceptance for admission in ten colleges, but in twelve it was required during the students' first year in attendance. Admissions officers and administrators assisted students to plan their academic programs in six colleges, guidance personnel in four, guidance personnel and faculty in four, and the dean and assistant in two.

Eight colleges offered a remedial program in mathematics and eleven in English. In these eleven colleges, the persons in charge of the remedial programs were instructors in six, administrators in two,

dean and assistant in one, guidance counselor in one, and no response, one.

All colleges had vocational information on file for the students' use. Eight colleges kept the information in the guidance office, seven in the library and guidance office, and one in the library only.

Responsible for maintaining and disseminating this information were the guidance counselor in seven colleges; admissions officer, instructor and librarian in four; librarian and guidance counselor in four; and the dean and assistant in one.

Educational information was provided in all colleges and was housed in the library and guidance office in eight, guidance office in seven, and library in one. Responsible for maintaining and disseminating the educational material were the guidance counselor in twelve colleges, librarian and guidance counselor in two, the assistant dean in one, and the administrator in one.

In fifteen colleges an organized effort was made to keep students well-informed concerning this material.

Fourteen colleges provided placement services for its students, while two did not.

Fourteen colleges conducted a research and evaluation program, one did not, and one gave no response. Of the fourteen colleges, areas of research included:

<u>Research subject</u>	<u>Number reporting</u>
Follow-up studies of graduates	12
Studies of pupils' failures in classes	9

<u>Research subject</u>	<u>Number reporting</u>
Development of local norms on test results	7
Follow-up studies of drop-outs	7
Studies to determine to what extent pupils were working to capacity as indicated by relationship between aptitude and achievement	6
Evaluation studies of guidance services offered	4
Study of entrance class range	1
American College Test research service	1

Twelve colleges planned expansion of the guidance program for the school year 1965-1966. Areas of expansion and number of schools indicating such plans were:

<u>Area of expansion</u>	<u>Number reporting</u>
Individual counseling	8
Research and evaluation	8
Vocational information	6
Standardized testing	6
Cumulative records	6
Number of guidance personnel	4
Number of rooms used for guidance only	3
Placement services	3
Educational information	3

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### I. SUMMARY

Because junior and community colleges are playing an increasingly important role in the educational development of adults as well as of youth in the community, this study was initiated to determine the existence of organized guidance programs in the sixteen Iowa public junior and community colleges and to examine the services offered the students.

The study started with a review of literature as it described the growth of the junior and community college from its beginning until the present time and included a list of its goals and purposes. The junior college developed from being a two-year preparatory school for higher education to an institution designed to meet the education, social, and civic needs of all the citizens in the community.

A questionnaire was constructed and sent to the sixteen public junior and community colleges to sum up the functions of their guidance programs. One hundred percent response was received, then each response was counted and the totals tabulated to illustrate the extent of the guidance programs in the colleges.

#### II. CONCLUSIONS

All sixteen colleges had these items in common: a two-year remedial program; a liberal arts program; a terminal vocational, non-transfer program; and a semester-based school year. High school diplomas were required



for entrance by most colleges, although six institutions would enroll students with acceptable equivalents.

The most fluctuating feature of the junior and community college at this time would seem to be number of enrollees. The fourteen colleges stating Spring, 1965, figures and estimates for the 1965-1966 school year anticipated an increase in the number of students of from fifteen to one hundred percent.

Of the thirteen colleges reporting, nine indicated that one-half of their graduates went on to a degree-granting institution.

Guidance services offered were consistent in all colleges with the exception of no placement services in one college, no standardized testing in one, and no research and evaluation program in two.

Nine colleges had at least one full-time counselor and in all cases the person in charge of the guidance program had a Masters' Degree and approval as issued by the Iowa State Department of Public Instruction.

The programs in two colleges were mainly decentralized in that all staff members participated. Administrators functioned as heads of the guidance department in one-half of the colleges. Most colleges issued student handbooks and provided orientation for new students. All colleges maintained cumulative records. Test scores, interviews and data blanks were the main sources of information.

Results of standardized tests were used in all colleges and remedial programs were in effect in the majority of the institutions. A research and evaluation study was carried on in all but two colleges

and plans for expanding the guidance program were pending in twelve.

### III. RECOMMENDATIONS

From the facts of the study, these recommendations may be made.

1. Because of the heterogeneity of the student body, a sound guidance program as well as good classroom instruction is vital to a junior community college.
2. Because of the expected increase in enrollment, the colleges will face the problem of having adequate space to conduct an effective guidance program.
3. The curricula and schedules of the students must be analyzed continually and adjustments made when necessary so that the college can keep pace with the changing needs of the students.
4. To expand the guidance program to include services to all students, the number of full-time guidance personnel will need to be increased.
5. Placement services should provide assistance to the students beyond their two years of education.
6. Evaluation of the guidance program should be made continually to insure that students receive assistance during this vital period of their lives.

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## APPENDIX A

A List of the Sixteen Iowa Junior and Community Colleges and the  
1960 population of the cities in which they are located

Boone Community College	Boone	12,468
Burlington Community College	Burlington	32,430
Centerville Community College	Centerville	6,629
Clarinda Community College	Clarinda	5,901
Clinton Junior College	Clinton	33,589
Creston Community College	Creston	7,667
Eagle Grove Junior College	Eagle Grove	4,381
Ellsworth College	Iowa Falls	5,565
Emmetsburg Community College	Emmetsburg	3,887
Estherville Junior College	Estherville	7,927
Fort Dodge Community College	Fort Dodge	28,399
Keokuk Community College	Keokuk	16,316
Marshalltown Community College	Marshalltown	22,521
Mason City Junior College	Mason City	30,642
Muscatine Community College	Muscatine	20,997
Webster City Junior College	Webster City	8,520

## APPENDIX B

### Cover Letter Sent With Questionnaire

August 17, 1965

Enclosed you will find a questionnaire concerning some general items about your college with specific attention directed toward your guidance and counseling program. Identical questionnaires are being sent to the other fifteen public junior and community colleges in the state to assess the development of guidance programs in these schools.

This is a study to gather data only and is in no way an attempt to evaluate an individual college. The results will be used as group data and no college will be singled out or identified by name in connection with the report.

I would appreciate it if you, the dean, or your guidance director would complete the questionnaire and return it as soon as possible. The information is to be used to complete a field report at Drake University and your reply will be kept in confidence. Since the number of schools is small, 100 percent return of the questionnaires is needed to make the study valid. The study has been approved by Drake University and has the endorsement of the guidance personnel at the State Department of Public Instruction.

Upon completion, I would be glad to mail you a tabulated report of the results, if you will so indicate this on the last item of the questionnaire.

Thank you for your time and help. I will be looking forward to your reply. Please find enclosed a stamped envelope for your convenience.

Sincerely,

Berta W. Van Ekeren

## APPENDIX C

### A STUDY OF IOWA JUNIOR AND COMMUNITY COLLEGE GUIDANCE PROGRAMS

Name of School \_\_\_\_\_ Address \_\_\_\_\_  
Superintendent \_\_\_\_\_ Dean \_\_\_\_\_  
Enrollment (Spring, 1965) \_\_\_\_\_ Full-time \_\_\_\_\_ Part-time \_\_\_\_\_

#### GENERAL

1. Is a high school diploma required for admission? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do you offer a 2-year liberal arts program? Yes \_\_\_\_\_ No \_\_\_\_\_
3. Do you offer a terminal, non-transfer program? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Do you offer a program of adult evening classes? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Do you have a program of extra-curricular activities? Yes \_\_\_\_\_ No \_\_\_\_\_
6. Do you offer a program of summer school classes? Yes \_\_\_\_\_ No \_\_\_\_\_
7. How is your school term divided? Quarters \_\_\_\_\_ Semesters \_\_\_\_\_
8. Do you maintain a student health center? Yes \_\_\_\_\_ No \_\_\_\_\_
9. How many faculty and administrative members do you have on your junior college staff? \_\_\_\_\_
10. What percent of your students go on to a degree-granting institution? \_\_\_\_\_
11. What is the total enrollment you anticipate for 1965-66? \_\_\_\_\_

#### GUIDANCE AND COUNSELING Part I

1. Does your college provide an organized program of guidance and counseling services? Yes \_\_\_\_\_ No \_\_\_\_\_

(If your answer is NO, please go to part II: if YES, complete this section first.)

2. How long have you had an organized guidance program? \_\_\_\_\_
3. What services comprise your guidance program? (Please check)  
\_\_\_\_\_ counseling \_\_\_\_\_ research and evaluation  
\_\_\_\_\_ placement \_\_\_\_\_ vocational information  
\_\_\_\_\_ orientation \_\_\_\_\_ educational information  
\_\_\_\_\_ cumulative record keeping \_\_\_\_\_ other (please specify) \_\_\_\_\_  
\_\_\_\_\_ standardized testing \_\_\_\_\_
4. How many faculty and staff members have specific guidance and/or counseling assignments? \_\_\_\_\_
5. Of the number given above, how many have assignments for full-time? \_\_\_\_\_; less than full, but more than half-time? \_\_\_\_\_; half-time? \_\_\_\_\_; less than half-time? \_\_\_\_\_
6. Of the number in item #4, check degree/s earned and state subject major of the highest degree held by each individual.

	Baccalaureate Degree	Masters Degree	Specialist Degree	Doctor of Philosophy or Education	Subject Major
Person 1	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____

7. What is the title of the individual in direct charge of the guidance and counseling program? dean \_\_\_\_\_ admissions officer \_\_\_\_\_ registrar \_\_\_\_\_ counselor \_\_\_\_\_ other (please specify) \_\_\_\_\_
8. For those assigned less than full-time guidance duties, what other responsibilities do they have? instructor \_\_\_\_\_ administrator \_\_\_\_\_ coach \_\_\_\_\_ admissions officer \_\_\_\_\_ other (please specify) \_\_\_\_\_
9. Do you provide a private counseling office for each person given released time for counseling? Yes \_\_\_\_\_ No \_\_\_\_\_
10. Are any of the guidance personnel also assigned to guidance responsibilities at the high school level? Yes \_\_\_\_\_ No \_\_\_\_\_
11. Do the individuals assigned to guidance have approval as a counselor (49) or teacher-counselor (48) issued by the State Department of Public Instruction? Yes \_\_\_\_\_ No \_\_\_\_\_

## Part II

1. Do you issue a student handbook? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do you have regularly scheduled sessions of group orientation for new students? Yes \_\_\_\_\_ No \_\_\_\_\_
3. If yes, who is responsible for conducting these sessions? instructor \_\_\_\_\_ dean \_\_\_\_\_ administrator \_\_\_\_\_ guidance personnel \_\_\_\_\_ other (specify) \_\_\_\_\_
4. If yes, how many sessions are held each semester? \_\_\_\_\_
5. Do you have regularly scheduled group guidance sessions other than orientation? Yes \_\_\_\_\_ No \_\_\_\_\_
6. If yes, how many sessions are scheduled each semester? \_\_\_\_\_
7. If yes, who is in charge of conducting them? Instructor \_\_\_\_\_ administrator \_\_\_\_\_ guidance personnel \_\_\_\_\_ dean \_\_\_\_\_ other (specify) \_\_\_\_\_
8. Do you provide information on part-time employment for students? Yes \_\_\_\_\_ No \_\_\_\_\_
9. Are cumulative records maintained? Yes \_\_\_\_\_ No \_\_\_\_\_
10. If yes, where are they kept? guidance office \_\_\_\_\_ administration office \_\_\_\_\_ instructor's office \_\_\_\_\_ other (specify) \_\_\_\_\_
11. Are they readily available to the faculty? Yes \_\_\_\_\_ No \_\_\_\_\_
12. Who has responsibility for maintaining these records? administrator \_\_\_\_\_ dean \_\_\_\_\_ registrar \_\_\_\_\_ instructor \_\_\_\_\_ guidance personnel \_\_\_\_\_ other (specify) \_\_\_\_\_
13. Please check any of these you use to obtain data for your cumulative records.
 

_____ anecdotal records	_____ sociometric devices
_____ personality rating scales	_____ parent-teacher contacts
_____ personal data blanks	_____ pupil autobiographies



\_\_\_\_\_ pupil interviews \_\_\_\_\_ other (please specify) \_\_\_\_\_  
\_\_\_\_\_ standardized tests \_\_\_\_\_

14. What standardized tests do you give to all students: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
15. Are they used mainly for identifying the able students? Yes \_\_\_\_\_  
No \_\_\_\_\_
16. Are they considered as a part of the requirements for admission?  
Yes \_\_\_\_\_ No \_\_\_\_\_
17. Who has the responsibility for selecting the standardized tests?  
administrator \_\_\_\_\_ admissions officer \_\_\_\_\_ instructor \_\_\_\_\_ guidance  
personnel \_\_\_\_\_ other (specify) \_\_\_\_\_
18. Are additional individual standardized tests ever given? Yes \_\_\_\_\_  
No \_\_\_\_\_
19. If yes, which ones? \_\_\_\_\_
20. If yes, who is responsible for giving individual standardized tests?  
administrator \_\_\_\_\_ admissions officer \_\_\_\_\_ instructor \_\_\_\_\_ guidance  
personnel \_\_\_\_\_ other (specify) \_\_\_\_\_
21. Is an interview with a member of the guidance staff required before  
students are accepted for admission? Yes \_\_\_\_\_ No \_\_\_\_\_
22. Who is responsible for assisting students in planning their academic  
program? admissions officer \_\_\_\_\_ administrator \_\_\_\_\_ instructor \_\_\_\_\_  
guidance personnel \_\_\_\_\_ no one \_\_\_\_\_ other (please specify) \_\_\_\_\_
23. At any time during the students' first year in attendance is a  
counseling interview required? Yes \_\_\_\_\_ No \_\_\_\_\_
24. Do you offer remedial help for students in math? Yes \_\_\_\_\_ No \_\_\_\_\_ in  
English? Yes \_\_\_\_\_ No \_\_\_\_\_
25. Who is responsible for the supervision of the remedial program?  
instructor \_\_\_\_\_ administrator \_\_\_\_\_ guidance personnel \_\_\_\_\_ other  
(specify) \_\_\_\_\_
26. Do you have vocational information on file for students' use? Yes \_\_\_\_\_  
No \_\_\_\_\_
27. Where is this material located? library \_\_\_\_\_ classroom \_\_\_\_\_ guidance  
office \_\_\_\_\_ other (please specify) \_\_\_\_\_
28. Who is responsible for obtaining, filing, and disseminating this  
information? dean \_\_\_\_\_ admissions officer \_\_\_\_\_ instructor \_\_\_\_\_  
librarian \_\_\_\_\_ guidance personnel \_\_\_\_\_ other (specify) \_\_\_\_\_
29. Is information available to students concerning further educational  
opportunities (i.e. four-year colleges, technical and trade schools,  
etc.)? Yes \_\_\_\_\_ No \_\_\_\_\_
30. Where is it located? library \_\_\_\_\_ classroom \_\_\_\_\_ guidance office \_\_\_\_\_  
other (please specify) \_\_\_\_\_
31. Who has responsibility for maintaining this information? dean \_\_\_\_\_  
instructor \_\_\_\_\_ administrator \_\_\_\_\_ guidance personnel \_\_\_\_\_ other  
(specify) \_\_\_\_\_

32. Is an organized effort made to keep students informed about available vocational and educational information? Yes ☐ No ☐
33. Do you offer placement services for students leaving your institution? Yes ☐ No ☐
34. Do you have a research and evaluation program? Yes ☐ No ☐
35. If yes, in which areas has a study been made?
- ☐ develop local norms on tests results
  - ☐ follow-up study of drop-outs
  - ☐ follow-up study of graduates
  - ☐ evaluation of guidance services offered
  - ☐ study to determine to what extent pupils are working to capacity as indicated by relationship between aptitude and achievement.
  - ☐ study of pupils' failures in classes
  - ☐ other (please specify) \_\_\_\_\_
36. Do you plan to expand your guidance program in 1965-66? Yes ☐ No ☐
37. If yes, in which areas will the expansion take place?
- |   |  |
|---|--|
| <input type="checkbox"/> number of guidance personnel | <input type="checkbox"/> standardized testing    |
| <input type="checkbox"/> number of rooms used for     | <input type="checkbox"/> cumulative records      |
| <input type="checkbox"/> <u>guidance only</u>         | <input type="checkbox"/> educational information |
| <input type="checkbox"/> vocational information       | <input type="checkbox"/> individual counseling   |
| <input type="checkbox"/> placement services           | <input type="checkbox"/> other (please specify)  |
| <input type="checkbox"/> research and evaluation      | _____  |
38. Do you wish to receive a summary of the results of this study?  
Yes ☐ No ☐